Lake Forest Elementary School Strategic Plan
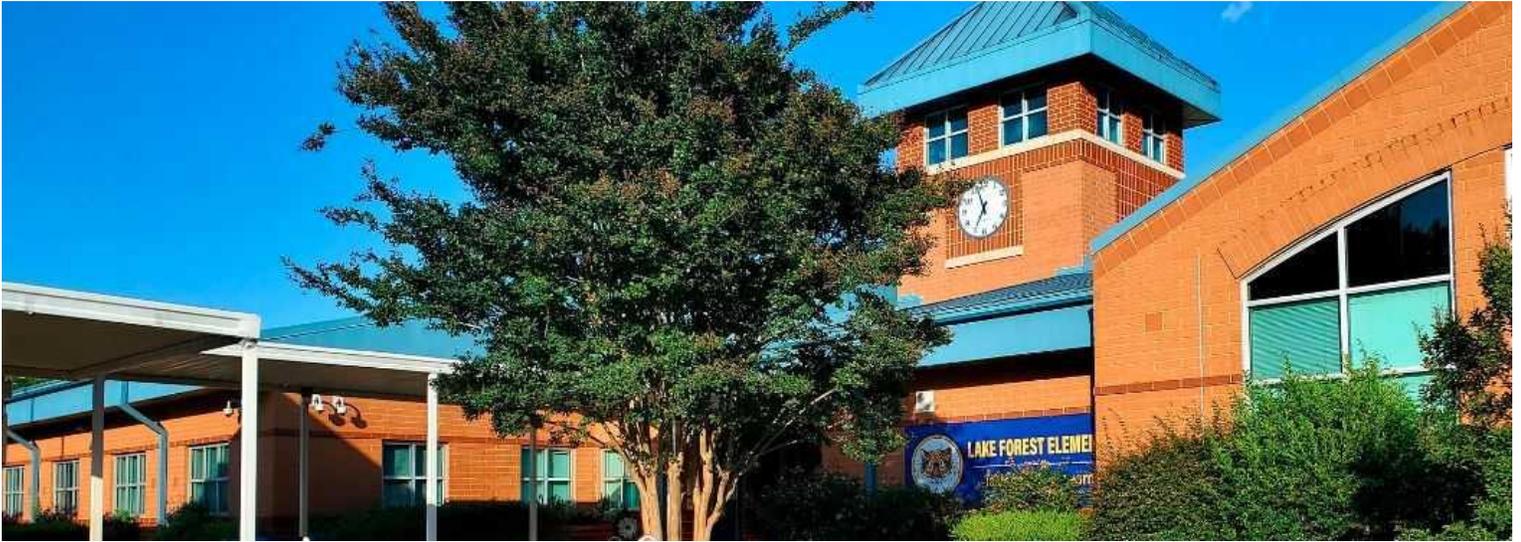## 2024-25 through 2028-29

Updated March 2024
Julie Cooke, Principal

Greenville County Schools

Greenville, South Carolina

Dr. W. Burke Royster, Superintendent

<div align="center">SCHOOL RENEWAL PLAN COVER PAGE</div>

SCHOOL NAME: Lake Forest Elementary

SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2024-25 *(one year)*

Required Signature Page
The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.
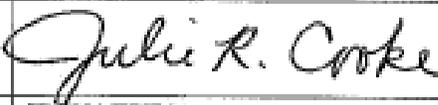
Assurances for the School Renewal Plans
The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.
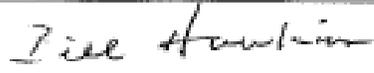
SUPERINTENDENT

Dr. W. Burke Royster	*(signature)*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Julie Cooke	*(signature)*	4/2/24
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	*(signature)*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Bill Hawkins	*(signature)*	4/2/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Sarah Thurn	*(signature)*	4/2/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 16 Berkshire Avenue, Greenville, SC 29615

SCHOOL TELEPHONE: (864) 355-4000

PRINCIPAL E-MAIL ADDRESS: jcooke@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

Position and Name

1.   Principal- Julie Cooke

2.   Teacher- Elena Flora

3.   Parent/Guardian- Brantley Shugart

4.   Community Member- Travis Cross

5.   Paraprofessional- Elizabeth Chapman

6.   School Improvement Council Member- Bill Hawkins

7.   Read to Succeed Reading Coach- Sarah Thurn

8.   School Read To Succeed Literacy Leadership Team Lead- Sarah Thurn

9.   School Read To Succeed Literacy Leadership Team Member- Sarah Poole

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

** Must include the School Literacy Leadership Team for Read to Succeed

POSITION	*NAME*
School Counselor	Payton Dowling
AP/SIC	Sierra McGriff
AA/SIC	Jennifer Brown
Teacher of the Year	Diana Nations
Instructional Coach	Sarah Poole

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

X Yes ☐ No ☐ N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
X Yes ☐ No ☐ N/A	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
X Yes ☐ No ☐ N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
X Yes ☐ No ☐ N/A	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
X Yes ☐ No ☐ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
X Yes ☐ No ☐ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
X Yes ☐ No ☐ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

X Yes ☐ No ☐ N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
X Yes ☐ No ☐ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
X Yes ☐ No ☐ N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
X Yes ☐ No ☐ N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
X Yes ☐ No ☐ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
X Yes ☐ No ☐ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Table of Contents

The Lake Forest Elementary School Portfolio Introduction

The self-study process at Lake Forest is an on-going process that continuously reviews our goals, our progress towards meeting standards and goals, and includes involvement of school and community stakeholders. Faculty and staff members, as well as PTA and SIC members participate in the development of the mission, vision, and goals. Through a collaborative effort, we have attempted to include all aspects of our school community in determining our strengths and weaknesses. Discussions are held regularly to update the stakeholders on progress and adjust goals, if necessary.

As always, our first priority is meeting the needs of our students. By maintaining this as our goal, we can address student achievement, social and emotional needs, and community needs of the children enrolled at Lake Forest. The teachers are asked on a consistent basis the needs they have in their classrooms so that materials and supplies may be purchased that will provide necessities for the students as well as enhance the instructional process. Teachers are also asked for feedback about professional development needs to that planning and support for instructional growth can continuously take place throughout the year. The goals of Greenville County Schools and the South Carolina Instructional Standards are the driving forces behind the decisions we make about instruction.

At Lake Forest, we are fortunate to have a strong Parent-Teacher Association as well as School Improvement Council, who, along with our business and community partners, strive to provide the students with basic school necessities as well as awards and incentives for effort and achievement. These groups work closely with the school faculty and administration to determine what students need and how best to meet these needs. This strong school-community collaboration makes Lake Forest a school working to best meet the needs of the children we serve.

Lake Forest Elementary Committees	
Committee	**Teachers**
Guiding Coalition	4K: Ann Poe K5: Kate Fogleman 1st: Diana Nations 2nd: Elena Flora 3rd: Kristen Angelo 4th: Auburn McJunkin 5th: Jaime Lowder Spec Ed: Lynda Reeves ESOL: Sarah Carter RA: Mary Arthurs Counselor: Melissa Henderson Literacy Coach: Sarah Thurn
Jr. Beta Club	**Chair: Janet Conard** 1st: Katherine Osborne 5th: New 5th Grade Hire ESOL: Anita Layton SPED: Jenniffer Grinnstead
Student Council/ LFE Ambassadors	**Chair: Payton Dowling** 3rd: Margaret Pepper 3rd: Sarah Forrester 4th: Carson McMonagle
School Play	**Chair: Mary Arthurs** 3rd: Vanessa Escobar 3rd: Tara Bayan 5th: Marie Fout SPED: Amanda Scott
Community Engagement	**Chair: Carey Sestito** K4: Shannon Hill 1st: Ashley Register 1st: Eliza Finley 2nd: Kara Richards 2nd: Adrienne Steadman RA: Beth Robinson
Yearbook	**Chair: Julia Schemm** K5: Chrissy Respass 1st: Alicia Cely 2nd: Sophie Donald 5th: Liz McLendon 5th: Grace Bergmann SPED: Carter Henderson
Safety Patrol and Student Helpers	**Chair: Bryan Gooding** SPED: Mead Herndon SPED: Jamie Gougarty
School Climate and Culture	**Co-Chairs: Martha Donald/ Kristen Campbell** 1st: Erin Boukather 1st: Amy Bryson 2nd: Kaitlin Ramsden 4th: Michaela Dewey RA: Barbie Zinkovich

Talent Show/Art Show	**Chair: Patty Stewart** K5: Mary Meredith 1st: Courtney Cordell 1st: Heidi Zimmerman 4th: Owen Reighard 4th: Lauren VanTassel Intervention: Ginger Gilbert Intervention: Phyllis Greene
Webmaster	**Barbie Zinkovich**, Sarah Poole

Executive Summary

Summary of the Needs Assessment for Student Achievement
- Based on SCReady data over the past three years, focus on both Math and ELA instruction remain a top priority.
- While there was an increase in student achievement in both Math and ELA (based on SCReady scores) during the 2021-2022 school year, there was a slight dip in test scores at the end of the 2022-2023 school year.
- Knowing that primary grades set up students for success in tested grade levels, implementation of Phonemic Awareness and Phonics curriculum are a current focus in K4 through first grades. Heggerty and Reading Horizons are currently being implemented in primary grades, with second grade implementing Reading Horizons next year.
- A Tiered System of Support for both math (utilizing the Bridges program) and reading (utilizing both LLI and Reading Horizons) intervention are current strategies employed to support students with learning gaps across all grade levels.
- According to ACCESS data, increasing the effectiveness of Lake Forest's ML Program remains a priority. While there are students exiting the ML Program, the goal is for more students to exit the program by fourth grade. Lake Forest currently utilizes both co-teaching and pull-out models of instruction based on student numbers in grade levels and student Language Proficiency Levels. With continued use of Lexia and utilizing Lexia data to support students, we expect to see an increase in the number of students exiting the program.

Summary of the Needs Assessment for Teacher and Administrator Quality
- While there are a large number of teachers at Lake Forest with more than 15 years of teaching experience, we have a growing number of teachers who have fewer than 5 years of teaching experience.
- As has been the trend for several years, the majority of teachers at Lake Forest hold a Master's Degree or higher.
- Lake Forest has had a low teacher turnover rate (4%), which is much lower than the district's turnover rate. Additionally, we have been able to fill 100% of teaching positions prior to the first day of school.
- The Instructional Leadership Team will continue to provide professional development based on data, observations, teacher feedback, and students' needs, as well as provide mentors for new teachers and experienced teachers who are new to Lake Forest.

Summary of the Needs Assessment for School Climate
- Lake Forest has been seeking to improve communication between parents and school. Currently, all teachers hold fall conferences to discuss student progress with parents. Teachers and staff utilize a variety of methods to communicate with parents, including: email, phone calls, Backpack, Class Dojo, Social Media, and paper copies of newsletters and flyers.
- There has been a considerable number of Truancy referrals over the past couple of years, but the number has decreased this school year, as administrators and front office staff have increased conferences and communication with parents whose students have a significant number of absences.
- Lake Forest continues to have a larger number of Pupils in Poverty compared to students who are not Pupils in Poverty receiving referrals (a trend going back many years). In order to minimize behavior referrals, Conscious Discipline staff training continues to be a priority.

Significant Challenges from the Last 3 Years
- The special education population at Lake Forest continues to increase each year. Currently there are 147 students with disabilities enrolled at Lake Forest. There are four self-contained classrooms.
- Lake Forest currently has 230 MLL (Multi-Lingual Learner) students who receive services through our Multi-Lingual Learner Program. This number has increased over the past few years. We have only had two full-time MLP teachers this year, but we will have three full-time teachers next year. This will help us schedule smaller groups and be able to more effectively differentiate based on needs.
- Our Self-Contained Special Education classrooms have had increasingly large numbers over the past few years. Of the four self-contained Special Education teachers, none of them have been teaching in their current setting for more than three years.

Accomplishments:
National PTA School of Excellence**:** 2006-2007
Palmetto Silver Award Winner: 2006, 2008, 2010, 2011, 2013, and 2015
Closing the Gap Award Winner: 2008
Red Carpet Award Winner: 2009, 2010
Palmetto Gold Award Winner: 2010
PBIS Banner Award: 2010-2011
Champion Creatively Alive Children Grant Crayola Grant 2011, 2012
Energy Star Award
National Beta School of Distinction: 2017
Golden Apple Award Recipient: 2018, 2019, 2023
SACS Accreditation
United Way Award
Safe Kids Designation
Metropolitan Arts Council Greenville-Grant Recipient
Conscious Discipline Pioneer School
Excellent School Report Card Rating for the 2021- 2022 school year
Recipient of 2024 U.S. News and World Report Best Elementary Schools Recognition
Finalist for the 2024 Riley Award for School Improvement Council Excellence

School Profile

Lake Forest Elementary March 2024

Lake Forest Elementary is one of 52 elementary schools in the Greenville County School District. Lake Forest is located near Bob Jones University and Wade Hampton Boulevard. The current building opened in the year 2000 and contains classes from four-year-old kindergarten to fifth grade. Lake Forest also has four self-contained special education classes. The current enrollment is 833 students. There are 62 instructional staff members in the building. Our present staff consists of: a principal, one assistant principal, one administrative assistant, one instructional coach, one literacy specialist, two full-time counselors, a school nurse, a media specialist, a full-time media clerk, 36 classroom teachers, 7 special education teachers, 4 interventionists, one full-time speech pathologist, one part-time speech pathologist, a part-time Challenge teacher, three full- time related arts teachers (art, music, physical education), a literacy lab instructor, one STEAM lab teacher, and two full-time and one part-time MLP teachers. One secretary, one full-time attendance clerk and one full-time office clerk keep our office running smoothly. Our support staff includes 15 paraprofessionals. Our cafeteria employs six full-time workers. A custodial team of five members keeps our school operating effectively. We also house one part- time school psychologist, one mental health counselor, and one part-time occupational therapist.

The original Lake Forest Elementary was constructed in 1960. The school was named Lake Forest to correspond with a surrounding subdivision. The original building had 22 classrooms and served students in grades 1-6. In the 1969-1970 school year, 6th grade was removed from the school. Kindergarten was added in 1973. The first principal of Lake Forest was Mrs. M.F. Sloan. She was principal from 1960-1967.

In the fall of 2000-2001, when our new facility was completed, Wade Hampton Elementary School was closed and its entire student body was consolidated with Lake Forest Elementary in a new building. Our school has changed size categories, moving from a medium-sized school to a large school. Students assigned to Lake Forest now come from the former Wade Hampton community, the Lake Forest community, and several inner-city areas.

The Community Surrounding Lake Forest Elementary School:

Lake Forest Elementary is located near Bob Jones University and Wade Hampton Boulevard. The area around the school is mostly suburban residential, but also includes numerous apartment complexes. The area near Wade Hampton Boulevard and Bob Jones is commercial with many small businesses, restaurants, and a few larger stores such as Walmart and Publix. The population is very diverse and has changed considerably over the past ten years with an influx of lower income and immigrant families. Housing in the area ranges from rental mobile home parks to luxury homes.

The Lake Forest community straddles the boundary between the City of Greenville and the town of Taylors, SC. The school is located outside of the Greenville City limits and is under Greenville County jurisdiction. Linda Leventis - Wells is currently the School Board representative for our area and is an active member of the school board. Jason Elliott is the current area representative for the State House of Representatives.

Numerous businesses and churches surround the school. Many of these establishments work as partners with the school. Edwards Road Baptist Church conducts an after-school program many Tuesdays called The Good News Club. The Mosaic Program housed at Aldersgate United Methodist Church offers a low-cost Hispanic after school program as part of their Hispanic ministry. Businesses in the area work alongside the school as partners, for example: Marco's Pizza, Chick-Fil-A, and Taylors Roller Sports. We also have begun a program called Real Men Read when male community members read to classes across the school monthly.

Lake Forest Leadership Team
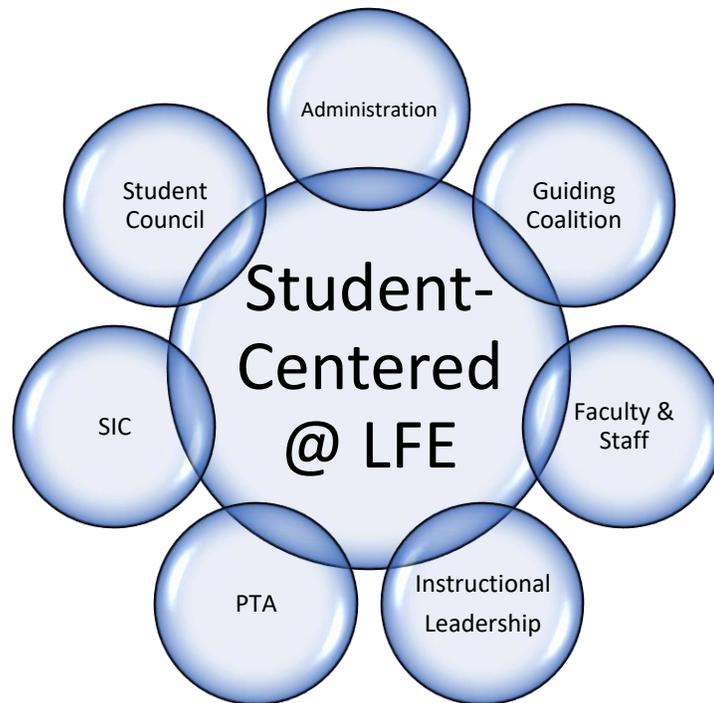
Administration	Guiding Coalition	Instructional Leadership	PTA	SIC
Julie Cooke-Principal Sierra McGriff- Assistant Principal Jennifer Brown- Administrative Assistant	Julie Cooke Sierra McGriff Jennifer Brown Ann Poe Kate Fogleman Diana Nations Elena Flora Kristen Angelo Auburn McJunkin Jaime Lowder Mary Arthurs Sarah Carter Melissa Henderson Sarah Thurn Sarah Poole	Julie Cooke Sierra McGriff Jennifer Brown Melissa Henderson Payton Dowling Sarah Poole Sarah Thurn	Brantley Shugart- President Emily Watson- Vice President Carrie Mussman- Treasurer Lindsay Pharr- Secretary Nicole Yeske- Volunteer Coordinator Elizabeth Varner- Membership Coordinator Ashley Summers & Kellen Webster- Social Chairs Justyna Watts- Room Parent Coordinator Jessica Roberts- Reflections Chair Pressly Roberts- Banners & Sponsorship Coordinator Abby Price- Donations Coordinator	Bill Hawkins-Chair Julie Cooke Sierra McGriff Jennifer Brown Travis Cross David Snodgrass Derrick Price Leslie Hellenga Sheyla Norton Emmeline Martin Ruth Hughes Ginny Campbell Lakia Gaines Lindsay Pharr McKenzie Reese Payton Dowling Melissa Henderson Gordon Turnbull Sarah Poole Sarah Thurn

School Personnel Data

The following tables illustrate the number of faculty members over time, their job titles, and their years of experience at Lake Forest.

School Year	Number of Faculty Members
2018-2019	57
2019-2020	60
2020-2021	58
2021- 2022	61
2022-2023	62
2023-2024	66
2023-2024 Breakdown of Total Staff	
Total Faculty/Staff	105
Teachers, Administration, Instructional Coach, Psychologist, Mental Health Counselor	66
Assistants	15
Staff	24

Lake Forest Elementary
Faculty Teaching Experience 2023- 2024

	0-5 Years	6-10 Years	11-15 Years	16-20 Years	21+ Years
# of Teachers	15	7	5	10	18
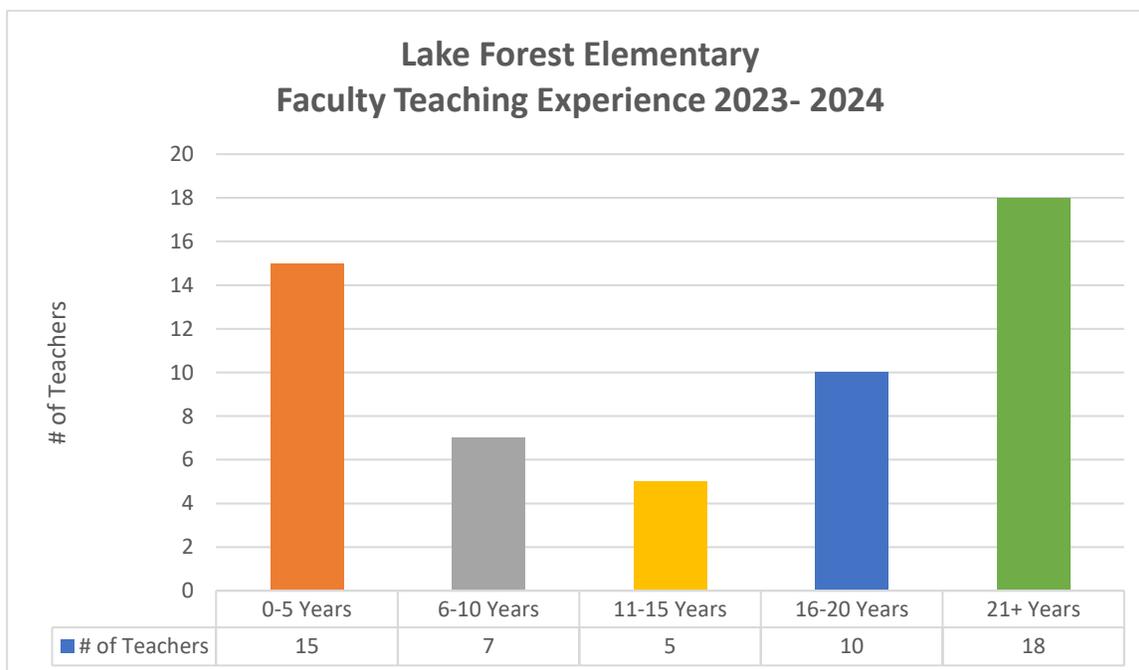
The staff at Lake Forest is predominately white and female. Two of the three administrators at Lake Forest are white females and one is an African American female. The ethnicity and gender of the faculty for the past four years is reflected in the table on this page.

Gender and Ethnicity of the Faculty at Lake Forest

	Black Female	White Female	Hispanic Female	Alaskan Native Female	Asian/Pacific Female	Multi-Racial	White Male
20-21	1	52	1	1	2	0	1
21- 22	1	55	0	1	0	1	3
22-23	1	54	1	0	1	0	5
23-24	1	58	1	0	1	0	5

The pie chart below shows the ethnicity of the entire staff.

Staff by Ethnicity

- African American 8.57%
- Alaskan Native 0.95%
- Caucasian 82.86%
- Hispanic 2.86%
- Multi - Racial 2.86%
- Other 1.90%
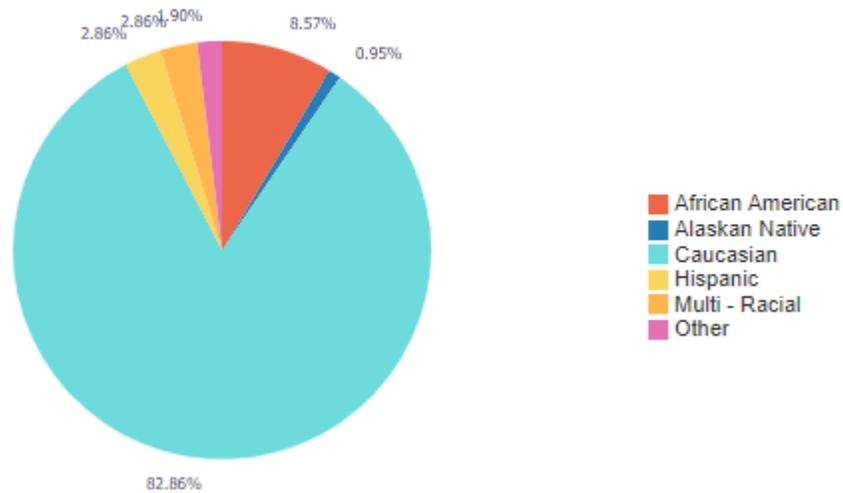
In 2023-2024, 44 (67%) hold advanced degrees. The following chart represents the educational level of the faculty at Lake Forest for the last four years.

Lake Forest Elementary
Education Level of Faculty

	2020-2021	2021-2022	2022-2023	2023-2024
Bachelors	20%	22%	29%	30%
Bachelors +18	3%	4%	3%	3%
Masters	64%	57%	55%	55%
Masters + 30	10%	15%	10%	10%
PhD	2%	2%	3%	2%

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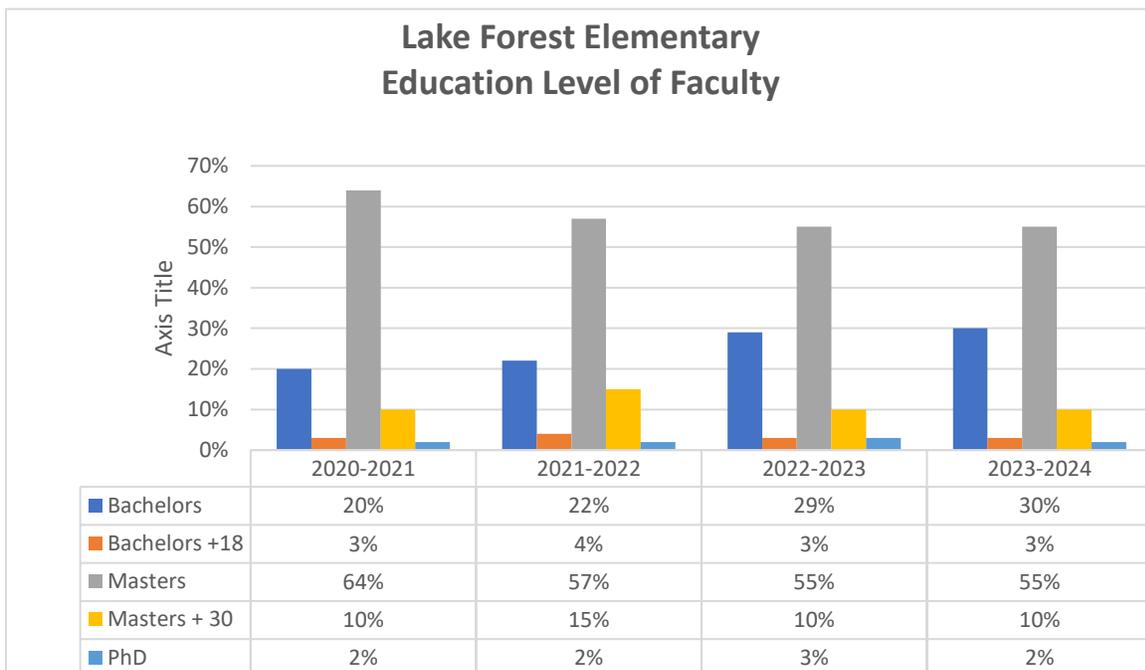
Student Population Data

The student population at Lake Forest changes from year to year. The table below illustrates the changes in the school enrollment for the past four years as well as the Average Daily Attendance for the past four years. The average attendance for years 2020-2024 is 93.01%.

Lake Forest Elementary School Student Enrollment

Year	Enrollment	Average Daily Attendance
2020-2021	741	93.0%
2021-2022	763	93.03%
2022-2023	823	92.36
2023-2024*	841	93.65%

Based on enrollment on April 15, 2024.

There are 4 self-contained special education classes, 2 full time and 1 part-time resource teachers, and 2 part-time speech teachers at Lake Forest. The following table reflects the number of students who are enrolled in special education.

Classification of Disabled Population 2023-2024

Autism	15
Developmental Delay	20
Emotional Disability	3
Intellectual Disability (mild)	1
Multiple Disabilities	2
Other Health Impairment	14
Specific Learning Disability	51
Speech or Language Impairment	18

Students by Education Status

2.74% 504
82.46% RegEd
14.80% SpEd
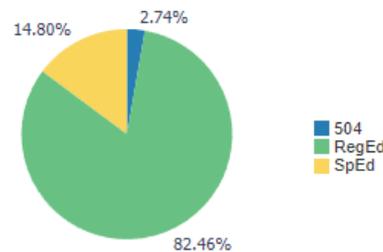
2023 - 2024 Enrolled

The speech number is for students that receive speech only. Several students receive speech services that are not included in the speech number. These students are identified in more than one disability area.

In addition, 53 students at Lake Forest qualify for the Gifted and Talented program (7% of the student population).

Lake Forest has a diverse population. From the figures in the chart below, we see that the percentage of all ethnic groups has relatively stayed the same over the past four years.

Lake Forest Elementary Student Ethnicity

Ethnicity Percentages

	2020- 2021	2021- 2022	2022-2023	2023-2024
■ Asian	4%	4%	3%	5%
■ African American	23%	22%	21%	18%
■ Hispanic	31%	28%	31%	32%
■ White	34%	37%	36%	36%
■ Other	8%	9%	9%	9%
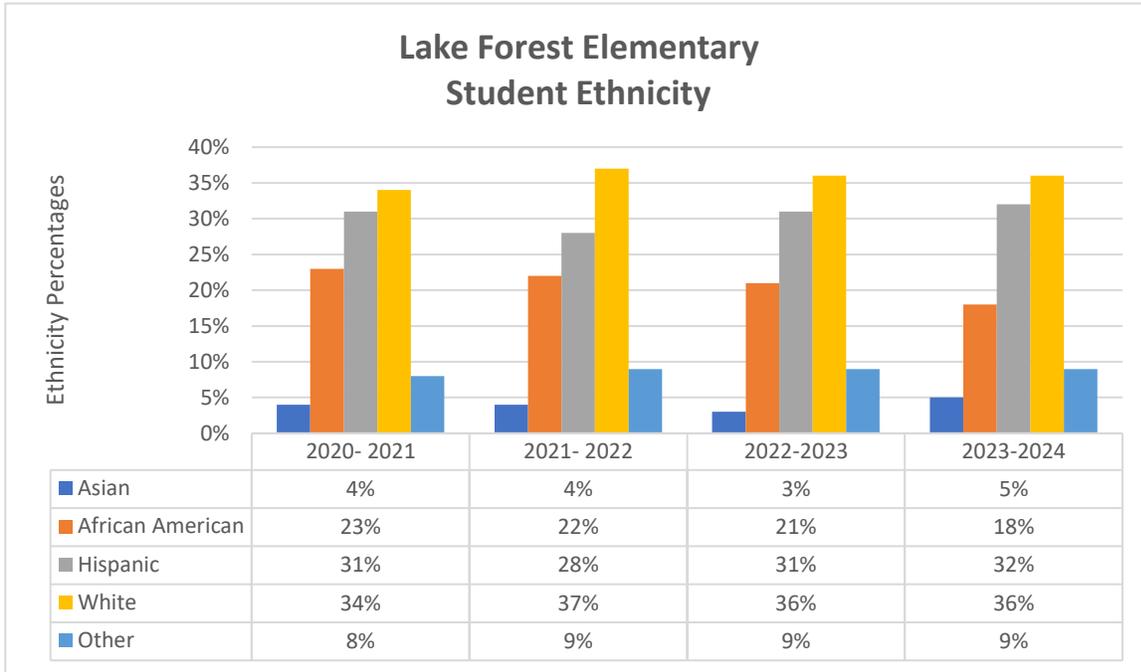
Lake Forest has seen a shift in the economic status of its student population over many years. However, for the past four years, the economic status of its student population has shifted only slightly, with the past two years being relatively the same.

Lake Forest Elementary Percentage of Pupils in Poverty

Axis Title

	2020-2021	2021-2022	2022-2023	2023-2024
■ Percentage of Pupils in Poverty	72.60%	69.55%	64%	66.20%
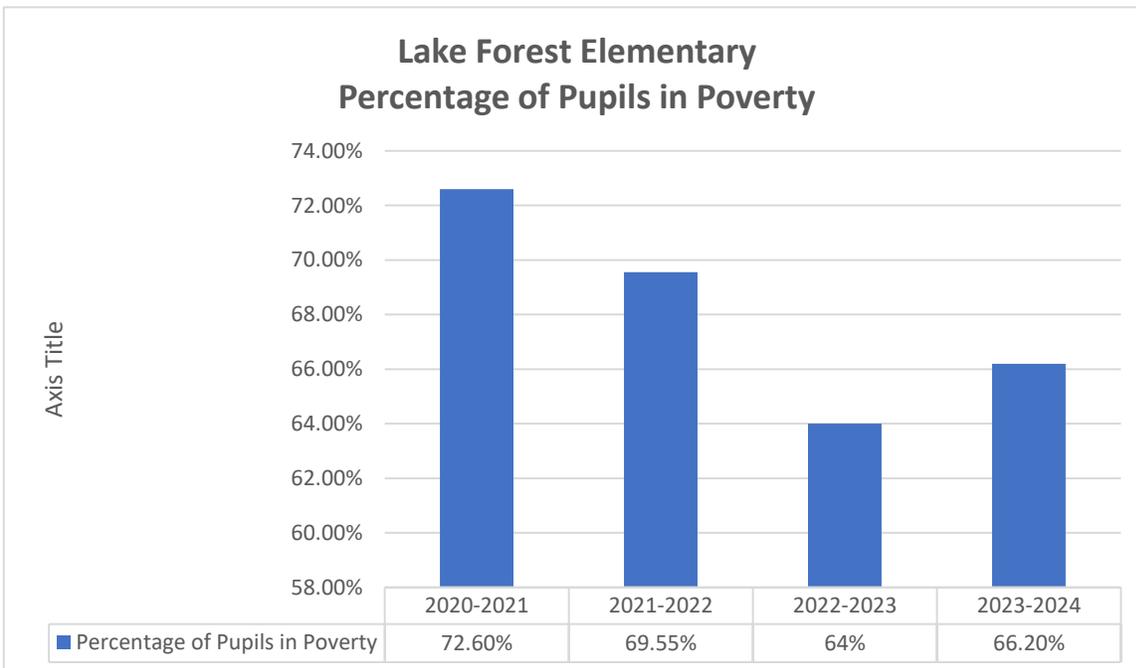
The table below illustrates the English proficiency of the students in this school. Lake Forest has always recognized the special needs of ML students. Examples of additional support that has been provided for ML students in past years include: offering before school Lexia Lab to work on computer-based programming, teaming the students with tutors, placing students in classrooms with ESOL certified teachers, and placing students in classrooms with other students who speak the same language. Additionally, we offer both co-teaching and pull-out instruction as service models for ML students. Lake Forest currently employs two full-time and one part-time MLP (Multilingual Program) teachers.

English Proficiency of Students at Lake Forest, 2021- 2024			
	Number of Students Who Have Exited	Number of LEP* Students	Number of English-speaking Students
2021-2022	10	212	551
2022-2023	7	171	652
2023-2024	**	230	605

*Limited English Proficiency

**Access test results were not available by the deadline for this document to be completed.

Academic and Behavioral Features/Programs/Initiatives

The primary academic models used at Lake Forest are listed below:
- One-to-one technology for all students
- Balanced Literacy Framework for grades K-5
- Heggerty Phonemic Awareness program for K4 and K5
- Reading Horizons Phonics Program for K5 and 1st grade
- Hands-on Science Curriculum
- STEAM Lab and Literacy Lab
- Response to Intervention (RTI) for K5-3rd grade students reading below grade level
- LLI for Tier 2 support for students reading below grade level with comprehension needs
- Reading Horizons Tier 2 support for students with decoding needs for 1st-5th grade
- Bridges Math Program for Tier 2 intervention for students identified with large gaps in mathematical concepts

The following supplementary programs are offered to students at Lake Forest:
- Lake Forest After School Extended Care Program - a supervised program available Monday- Friday until 6:00 PM
- Specialized instruction for students with exceptional needs (Challenge), Multi-lingual Learners (MLP), and special needs (Resource)
- Field Trips – Grade levels offer standards-based field trips to enrich content being studied in class i.e., Roper Mountain, The Peace Center, Charlotte, The Children's Museum, Columbia, Atlanta, etc.
- Monthly Career Speakers- guest speakers from varied backgrounds share about their jobs with all grade levels either in-person or virtually
- Media studio with student-produced live morning news using green screen technology
- Family STEAM Night
- Family Literacy Night
- Multicultural Night
- Family Paint/ Conscious Discipline Night
- Family Math Night
- Artist in Residence program
- School-wide activities for Black History and Women's History Month
- Start with Hello Week to support SEL and promote inclusivity
- Field Day – a day of physical activity and competition for all grades
- One School, One Book to promote reading for enjoyment and strengthen reading comprehension
- Battle of the Books
- Lego Robotics Club (for 2nd-5th graders)

The following are examples of programs and resources for providing additional academic support:
- On Track – team of teachers (based on student) which addresses the learning problems not resolved in the regular classroom
- School Psychologist
- Dreambox- online program for all students that provides leveled math supplemental instruction
- IXL- online Language Arts and Math program that is aligned to SC standards for all students
- Lexia- online program for all ML students to support their language acquisition
- Morning Remediation Program utilizing Dreambox for math and Lexia for English learners

Social and Emotional | Behavioral models employed at Lake Forest are listed below:

- Conscious Discipline Pioneer School- teachers have been receiving training in Conscious Discipline so that they are able to employ strategies and develop skills to manage student behavior
- RethinkEd curriculum for regular SEL lessons
- ACEs training for staff (Adverse Childhood Experiences)
- Mental Health Counselor-Greenville Mental Health
- Zones of Regulation Curriculum
- Anti-Bullying curriculum and program
- Mindful Counseling Groups
- Mindful Room designated for student/staff reflection and calming strategies
- Mentoring program via Mentor Upstate
- Counseling lessons for all students (K4- 5th)
- Terrific Kids - A quarterly program recognizing good citizenship, sponsored by the Kiwanis Club
- Red Ribbon Week - Activities coordinated with sister and feeder schools to prevent drug abuse
- Student Spotlight – nominated by school personnel and announced on LFTV
- Backpack Blessings program providing food to students/families in need
- Angel Tree project providing gifts and food for students/families in need over the winter break holiday

Extracurricular Programs at Lake Forest include the following:

- Chorus for 4th and 5th graders
- Annual Musical for 4th and 5th graders
- Safety Patrols for 4th and 5th grade students
- Student Council
- LFTV (Lake Forest TV)-morning news show filmed LIVE daily written, anchored, and filmed by 4th and 5th graders
- Library/Computer Helpers
- Good News Club (Sponsored by a local church, after school)
- Junior Beta Club
- Student Mentors (3rd-5th graders mentoring K-2nd graders)
- Cheer Squad for 4th and 5th graders

Student Clubs at Lake Forest: In 2019-2020, we started student clubs at Lake Forest. All students are able to participate. Our K5 and 1st grade students participate in an enrichment activity in their rooms. Grades 2-5 switch classes and go to their club. Students in grades 2/3 and 4/5 are in clubs together. Clubs take place on the fourth Friday of each month for 45 minutes. These are just a few of the clubs that we offer: Lego, architecture, cooking, arts and crafts, soccer, sports, run, cheerleading, ballet, board games, and puzzles.

Mission, Vision, and Beliefs

Lake Forest faculty, administrators, parents, students, and support staff drafted the following vision, mission and beliefs:

Vision: The vision of Lake Forest Elementary School is to empower students to learn, grow, lead, and succeed.

Mission: The mission of Lake Forest Elementary School is to provide a nurturing, student-centered learning environment where students are empowered to learn about the world, persevere through challenges, and develop positive character traits.

Beliefs about Curriculum, Instruction, and Assessment
- Education is a responsibility that involves home, school, and community.
- Students deserve to learn in a safe, caring school environment.
- Academic growth and social-emotional learning is essential to the development of the whole child.
- Every person deserves to be valued and treated with respect.
- It is important to help students develop positive character traits.
- Students should be encouraged to take risks and have opportunities to be creative.
- Students should be equipped with skills to become a responsible digital learner

School Core Beliefs:
- Education is a responsibility that involves the home, school and community.
- Students deserve to learn in a safe and caring school environment.
- The love of learning is the key to success.
- Every person deserves to be treated with respect and dignity.
- Students learn at individual rates and through a variety of learning modalities.
- Students are the focus of the educational process when they are provided with the opportunity to achieve.

Curriculum must:
- Address national, state, and district standards
- Meet the high expectations for accountability set forth by the community
- Utilize current technologies
- Offer learning experiences that address the individual needs and abilities of students
- Correlate classroom activities with real world situations
- Integrate a multi-cultural approach to learning

Instruction must:
- Be based on current educational research
- Address the needs of all students
- Be sequential
- Provide ample opportunities for review, remediation, and enrichment
- Incorporate a wide variety of resources
- Actively involve students in their learning
- Teach to higher-level thinking skills
- Provide opportunities for students to prepare for standardized tests
- Be differentiated in content, process, assignment, and learning environment

Assessment must:
- Be ongoing and continuous
- Be both formative and summative
- Include norm-referenced tests
- Determine instructional needs
- Include authentic assessment techniques

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

The following graphs reflect the results of standardized testing at Lake Forest. ELA test scores for the entire student body are illustrated in the first graph. The remaining graphs show results for each grade level. Grade level data was found at https://ed.sc.gov/data/test-scores/. All student data can be found at https://screportcards.com. Science data was taken directly from the state report card site.

4th Grade ELA Lake Forest & District

	Does Not Meet/ Approaches	Meets/ Exceeds
LFE 2019		50%
District 2019		63%
LFE 2021		51%
District 2021		62%
LFE 2022		51%
District 2022		62%
LFE 2023		53%
District 2023		66%

5th Grade ELA Lake Forest & District

	Does Not Meet/ Approaches	Meets/ Exceeds
LFE 2019		45%
District 2019		53%
LFE 2021		44%
District 2021		50%
LFE 2022		59%
District 2022		59%
LFE 2023		50%
District 2023		64%
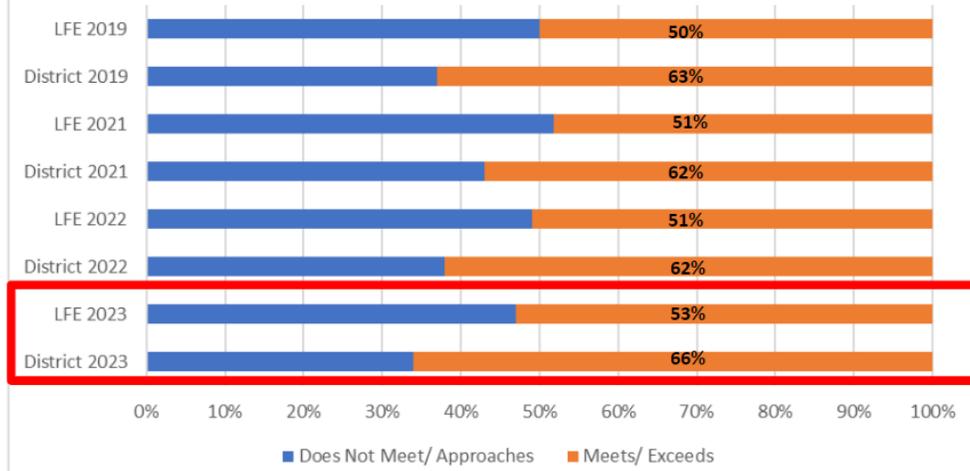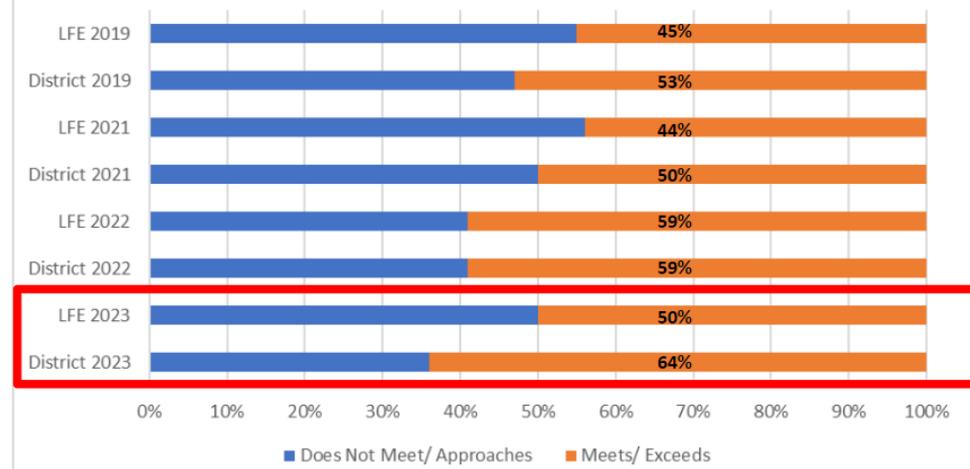
Plans for Addressing ELA Growth Areas

- Utilizing the GCS Elementary Curriculum Platform to plan targeted, rigorous Tier 1 instruction with the support of the IC
- Morning Lexia Lab for Lexia English Users
- Utilizing Reading Horizons for whole group phonics instruction in K-1, SPED, and RTI
- Monthly unit planning to strengthen whole group instruction
- Using F&P Guided Reading kits for targeted small group instruction
- Weekly PLTs to analyze common assessments and identify small group and whole group instructional needs
- Continued support of Academic Specialists (with IC/ILT collaboration) to support individual teachers and grade levels based on needs

Percentage of Students Meeting/Exceeding in Math

Legend: Lake Forest (blue), District (orange)

Year	Lake Forest	District
18-19	47%	63%
20-21	47%	54%
21-22	52%	59%
22-23	45%	60%

3rd Grade Math Lake Forest & District

	Meets/ Exceeds
LFE 2019	51%
District 2019	60%
LFE 2021	44%
District 2021	52%
LFE 2022	49%
District 2022	58%
LFE 2023	44%
District 2023	64%

Legend: Does Not Meet/ Approaches, Meets/ Exceeds

4th Grade Math Lake Forest & District

	Meets/ Exceeds
LFE 2019	48%
District 2019	64%
LFE 2021	51%
District 2021	53%
LFE 2022	50%
District 2022	57%
LFE 2023	45%
District 2023	58%

Legend: Does Not Meet/ Approaches, Meets/ Exceeds

5th Grade Math Lake Forest & District

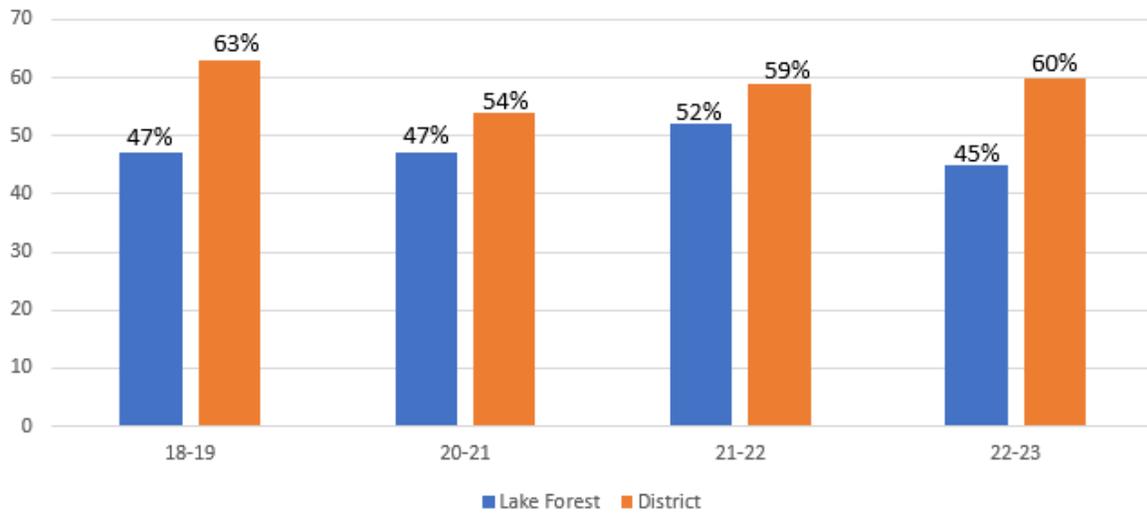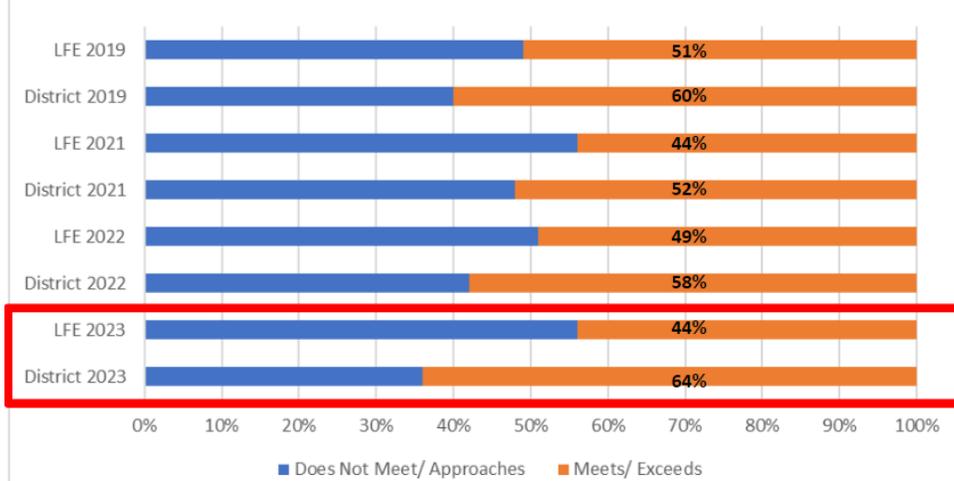|	Does Not Meet/ Approaches	Meets/ Exceeds
LFE 2019	59%	41%
District 2019	43%	57%
LFE 2021	53%	47%
District 2021	50%	50%
LFE 2022	43%	57%
District 2022	42%	58%
LFE 2023	54%	46%
District 2023	42%	58%

Plans for Addressing Math Growth Areas

- Utilizing the GCS Elementary Curriculum Platform to plan targeted, rigorous Tier 1 instruction with the support of the IC
- Monthly unit planning to strengthen whole group instruction
- Use Dreambox (K-5th) and IXL
- Dreambox Morning Lab and targeted support for classrooms that were identified with students with low proficiency in math.
- Teachers to attend district math PDs
- Weekly PLTs to analyze common assessments and identify small group and whole group instructional needs
- Continued support of Academic Specialists (with IC/ILT collaboration) to support individual teachers and grade levels based on needs

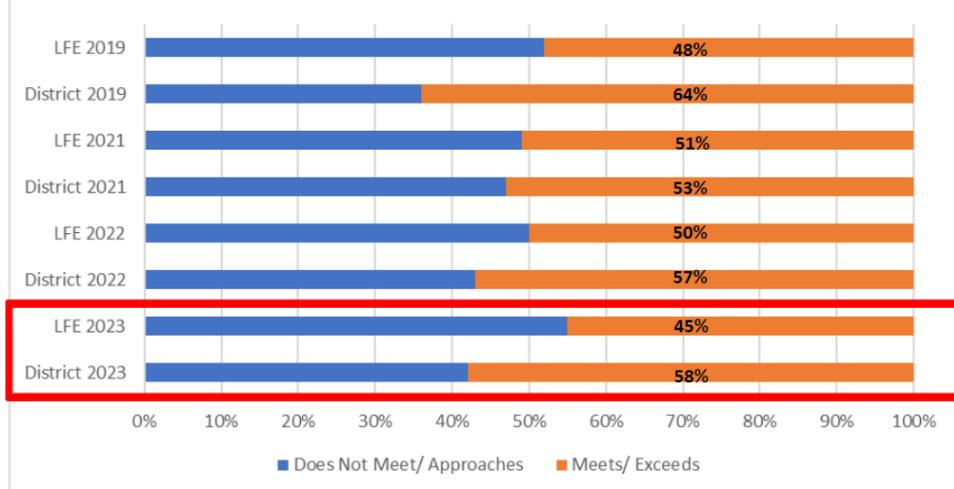**Teacher Administrator Quality-Professional Development**

Lake Forest Elementary
2024-2025 Professional Development/In-Services

The table below outlines the tentative Professional Development schedule for the upcoming school year. Additional training and support will be provided based on student and teacher needs throughout the school year.

Month	Topic	Audience
July-August	LETRS training	K5- 3rd grade, Leadership
July/August	New Teacher Orientation	New staff
August	Reading Horizons Training	K5-2nd grade
August	PLC Structures and Calibration	All teachers
August	Conscious Discipline Training	All staff
August	Reading Curriculum and Standards Support	All teachers
August	Math Curriculum and Standards Support	All teachers
September	Conscious Discipline Training	All teachers
September	New Teacher Monthly Support (Mentor/Mentee)	New teachers
September	PD based on Data/Learning Walks/Instructional Round findings	All teachers
October	Conscious Discipline Training	All teachers
October	New Teacher Monthly Support (Mentor/Mentee)	New teachers
October	PD based on Data/Learning Walks/Instructional Round findings	All teachers
November	LETRS training	K5- 3rd grade, Leadership
November	Conscious Discipline Training	All teachers
November	New Teacher Monthly Support (Mentor/Mentee)	New teachers
December	Conscious Discipline Training	All teachers
December	New Teacher Monthly Support (Mentor/Mentee)	New teachers
December	PD based on Data/Learning Walks/Instructional Round findings	All teachers
January	LETRS training	K5- 3rd grade, Leadership
January	Conscious Discipline Training	All teachers
January	New Teacher Monthly Support (Mentor/Mentee)	New teachers
February	Conscious Discipline Training	All teachers
February	New Teacher Monthly Support (Mentor/Mentee)	New teachers
February	PD based on Data/Learning Walks/Instructional Round findings	All teachers
March	Conscious Discipline Training	All teachers
March	New Teacher Monthly Support (Mentor/Mentee)	New teachers
March	PD based on Data/Learning Walks/Instructional Round findings	All teachers
April	Conscious Discipline Training	All teachers
April	New Teacher Monthly Support (Mentor/Mentee)	New teachers
April	PD based on Data/Learning Walks/Instructional Round findings	All teachers
May	ELA and Math Curriculum Updates for upcoming year	All teachers

The table below outlines the schedule of collaborative meetings that occur throughout the school year.

Title	Description	Frequency	Time	Group
Committee Meetings	Mini PDs and events are planned based on teacher needs as they arrive through horizontal and vertical collaboration	Once monthly (as needed)	3:00- 4:00	All Teachers
Guiding Coalition Meetings	Members of the Leadership Team discuss current data and school-wide trends, goals, and initiatives to strengthen PLC structures	Once monthly	3:00- 4:00	Team Leaders
Faculty Meetings	Information shared from Administration, Team Leads, and/or a mini PD to take back to share with the entire grade level	Once monthly	3:00- 4:00	All Teachers
Professional Development	Professional Development sessions provided that align with school goals, teacher feedback, and student needs	Once monthly	3:00- 4:00	All Teachers
Professional Learning Team Meetings	Team planning focuses on creating standards- based instructional units utilizing district planning materials, unit pacing guides, and data. Teams discuss and develop strategies for instruction and common formative/summative assessments.	Weekly	Common Planning Time	All Teachers

Information about meetings not included in the chart above.

Meeting Schedule

- Instructional Leadership Team – weekly
- SIC- monthly (schedule decided upon and communicated at the beginning of each school year)
- PTA Board – monthly (schedule decided upon and communicated at the beginning of each school year)

Committee Reporting

- Guiding Coalition- Minutes reported to all faculty/staff during grade level meetings. Minutes are emailed after the monthly meeting.
- SIC-Minutes distributed to members electronically and in person; available upon request
- PTA Board-Minutes distributed to members; available upon request.
- Grade Level Professional Learning Team Meetings- Agendas are saved on Google Drive each week.
- Committee Team Meetings- Minutes are saved on Google Drive each month.

School Climate Needs Assessment

Student Behavior Data

There were a total number of 37 student suspended equaling 140 total suspensions resulting in OSS in the 2023-2024 school year (by April 18, 2024).

School Year	Total Suspensions on Record at LFES
2021- 2022	147
2022-2023	208
2023-2024*	140

The Lake Forest suspensions for 2021-2022 through 2023-2024 were examined by student subgroups. The table below reflect the total number of suspensions disaggregated by grade level.

Year	Kindergarten (4/5)	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2021-2022	4	6	16	49	41	31
2022-2023	23	20	15	26	53	71
2023-2024*	21	1	20	55	18	25

Student suspensions were also disaggregated by gender and ethnicity. These figures are reflected in the following table. The data below contains students receiving any referral.

Year	White Male	Black Male	Mixed Male	Hispanic Male	Asian Male	White Female	Black Female	Mixed Female	Hispanic Female	Asian Female
2021-2022	45	67	22	52	4	58	61	14	39	6
2022-2023	56	74	20	70	2	62	67	24	41	9
2023-2024*	52	50	15	56	6	37	44	13	42	6

From the preceding table, one may conclude that 54% of the students who were suspended were male in the 2023-2024 school year. Student referrals were further disaggregated by meal status. The following table reflects these figures.

Year	Pupils in Poverty (PIP)	Non-PIP
2021- 2022	316 (85%)	56 (15%)
2022-2023	339 (79%)	90 (21%)
2023-2024*	257 (79%)	67 (21%)

The figures in the table above indicate that each year the total referrals involving Pupils in Poverty outweigh those students that are not Pupils in Poverty. Pupils in Poverty made up 66% of the student population in 2023-2024.

As of April 2024

Attendance, Absenteeism, and Truancy

Attendance and truancy have been an ongoing issue at Lake Forest over the past few years. The attendance rate has remained relatively the same over the past three years. An increased emphasis on communication between home and school has been a priority for administrators this school year. Below is our average attendance rate over the past three years.

Year	Attendance Rate	Student-Days	Absences	Unexcused
2021- 2022	93.09%	121,133	8,168	3,571
2022- 2023	92.36%	127,060	9,257	3,791
2023- 2024*	93.7%	126,612	7,982	3,785

*as of April 2024

Below is a breakdown of attendance by grade level and thresholds.:

2023- 2024 *as of April 2024

EWRS Location	GradeLevel	# Students Green	# Students Yellow	# Students Red	Total Absences Green	Total Absences Yellow	Total Absences Red	Total Unexcused Green	Total Unexcused Yellow	Total Unexcused Red
Lake Forest Elementary School (254)	K4	16	18	11	74	191	246	20	85	188
	K5	56	43	22	228	448	702	102	170	366
	01	82	52	25	345	526	638	171	206	283
	02	72	36	22	307	367	501	148	167	242
	03	69	30	18	281	313	476	140	133	195
	04	66	46	23	254	482	632	148	247	244
	05	75	34	21	308	337	506	168	161	221
Grand Total		436	259	142	1,797	2,664	3,701	897	1,169	1,739

Current Year Thresholds (for prior years, see *Criteria History* at top)
Green >= 95% present; *Yellow* >= 90% present; *Red* < 90% present.

2022-2023

EWRS Location	GradeLevel	# Students Green	# Students Yellow	# Students Red	Total Absences Green	Total Absences Yellow	Total Absences Red	Total Unexcused Green	Total Unexcused Yellow	Total Unexcused Red
Lake Forest Elementary School (254)	K4	12	19	12	65	239	338	40	97	198
	K5	47	48	44	240	628	1,184	88	265	520
	01	58	40	24	325	535	660	139	220	341
	02	58	38	25	310	490	596	142	205	326
	03	57	43	33	323	550	1,052	166	233	482
	04	74	30	24	396	390	688	192	198	317
	05	58	50	29	311	598	842	176	290	369
Grand Total		364	268	191	1,970	3,430	5,360	943	1,508	2,553

Current Year Thresholds (for prior years, see *Criteria History* at top)
Green >= 95% present; *Yellow* >= 90% present; *Red* < 90% present.

2021-2022

EWRS Location	GradeLevel	# Students Green	# Students Yellow	# Students Red	Total Absences Green	Total Absences Yellow	Total Absences Red	Total Unexcused Green	Total Unexcused Yellow	Total Unexcused Red
Lake Forest Elementary School (254)	K4	20	14	9	95	171	229	55	112	114
	K5	55	43	21	276	534	506	121	217	229
	01	58	43	16	278	560	437	153	268	216
	02	53	42	31	296	549	879	126	228	414
	03	76	31	29	318	394	893	173	178	489
	04	72	32	22	395	434	582	205	170	278
	05	60	39	18	298	518	512	172	247	244
Grand Total		394	244	146	1,956	3,160	4,038	1,005	1,420	1,984

Current Year Thresholds (for prior years, see *Criteria History* at top)
Green >= 95% present; *Yellow* >= 90% present; *Red* < 90% present.

Truancy

Below indicates the total number of referrals for truancy over the past two years.:

Year	Number of Truancy Referrals
2022- 2023	375
2023- 2024*	241

*as of April 2024

Parent/Teacher Conferences

Each year, teachers hold fall conferences for all students in their classes. It is the expectation that all parents receive communication about students' academic progress and overall school performance. During these conferences, parents and teachers discuss goals for students, as well as ways the school and parents can support students. These conferences can either be held in person, by phone, or through Google Meet. If parents are unable to attend a conference, information is sent home for parents.

Year	Percentage of teachers holding conferences
2021- 2022	100%
2022- 2023	100%
2023- 2024	100%

Volunteer Hours

Below charts the number of volunteer hours recorded through the school's Raptor system as of April 2024.

Year	# of Volunteer Hours
2022-2023	5,937
2023-2024*	5,618

*as of April 2024

Backpack Accounts & Logins

Staff and Student Backpack are used to communicate between school and home. Students and parents are able to log in to Backpack to see grades and attendance. Teachers are able to send communication to parents through this system. Below shows Backpack Activity as of April 2024.

Backpack Activity

# Students Attending	# Students with Backpack Contacts	% Students with Backpack Contacts	# Students (30 days)	% Students (30 days)	# Students (60 days)	% Students (60 days)
834	545	65.35%	205	24.58%	269	32.25%

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School Survey Results: 2021 through 2023

Each year, the South Carolina Department of Education administers 3 surveys which are published on the School Report Card. Teachers, parents, and students are surveyed. The results of these surveys are tabulated on the following pages.

Number of Surveys Completed			
	Teachers	**Students**	**Parents**
2021	27	63	62
2022	55	347	20
2023	55	372	45

	Teachers	Students	Parents
Number of surveys returned	55	372	45
Percent satisfied with learning environment	94.4%	88.8%	90.7%
Percent satisfied with social and physical environment	90.9%	91.0%	90.0%
Percent satisfied with school-home relations	89.1%	96.5%	91.9%

Lake Forest School Report Card Link:

https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9MjMwMTA2Mw

School Action Plan

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: ☑Student Achievement* ☐Teacher / Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*

Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 45% in 2022-23 to 50% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3-5% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	50%	55%	60%	63%	66%
	45%	TBD	Actual (ES)					
	60%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	• Administrators and Instructional Coach	$0	-	
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	• Administrators and Instructional Coach, Teachers	$0	-	
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	• Instructional Coach, Teachers	$0	-	
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	• Academic Specialists	$0	-	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	• Academic Specialists	$0	-	
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	• Instructional Coach, Teachers	$0	-	
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	• Administrators, Instructional Coach	$0	-	
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	• Administrators, Instructional Coach	$0	-	
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	• Administrators, Instructional Coach	$0	-	
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	• Instructional Coach, Academic Specialists	$0	-	
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	• Administrators, Instructional Coach, Teachers	$0	-	
4. Foster a collaborative relationship between schools and parents.	2024-2029	• Administrators, Instructional Coach, Teachers	$0	-	34

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	• Administrators, Instructional Coach, Teachers	$0	-	

GOAL AREA 1 – Performance Goal 2

Performance Goal Area: ☑Student Achievement* ☐Teacher / Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*
(required)*

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 51% in 2022-23 to 56% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3-5% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	56%	61%	64%	67%	70%
	51%	TBD	Actual (ES)					
	64%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	• Administrators, Instructional Coach, Literacy Specialist	$0	-	
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	• Administrators ,Instructional Coach, Literacy Specialist, Teachers	$10,151.40	Local Funds	
3. Reduce number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	• Administrators ,Instructional Coach, Literacy Specialist, Teachers	$0	-	
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	• Literacy Specialist, Instructional Coach, Interventionists, Teachers	$0	-	
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	• Literacy Specialist, Instructional Coach, Teachers	$0	-	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	• Literacy Specialist, Instructional Coach, Interventionists, Teachers	$0	-	
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	• Instructional Coach, Literacy Specialist, Academic Specialists	$0	-	
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	• Administrators, Instructional Coach, Literacy Specialist, Academic Specialists	$0	-	
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	• Administrators, Instructional Coach, Literacy Specialist, Interventionists	$0	-	
5. Implement a range of assessment methods that measure student understanding.	2024-2029	• Literacy Specialist, Instructional Coach, Interventionists, Teachers	$0	-	
6. Ensure vertical articulation of grade level content and practices.	2024-2029	• Instructional Coach, Literacy Specialist	$0	-	-
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	• Instructional Coach, Literacy Specialist	$0	-	
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has	2024-2025	• Director of Early Intervention and Student Support	-	-	Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.					
Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	• Administrators, Instructional Coach, Literacy Specialist, Academic Specialists	$0	-	
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	• Instructional Coach, Literacy Specialist, Teachers	$0	-	
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	• Instructional Coach, Literacy Specialist, Teachers	$0	-	
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	• Instructional Coach, Literacy Specialist, Teachers	$0	-	
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	• Administrators, Instructional Coach, Literacy Specialist	$0	-	

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Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	• Administrators, Instructional Coach, Literacy Specialist, Media Specialist	$0	-	
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	• Administrators, Instructional Coach, Literacy Specialist	$0	-	
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	• Administrators, Instructional Coach	$0	-	
3. Build capacity for consistent implementation of the GCS Elementary ELA Instructional Framework.	2024-2029	• Instructional Coach, Literacy Specialist, Academic Specialists	$0	-	
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	• Instructional Coach, Literacy Specialist, Teachers	$0	-	
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	• Instructional Coach, Literacy Specialist, Academic Specialists	$0	-	

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: ☐Student Achievement* ☑Teacher / Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*

Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
HR			Projected (District)	100%	100%	100%	100%	100%
	100%	TBD	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	• Administrators, Instructional Coach	$0	-	
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	• Administrators, Instructional Coach	$0	-	
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	• Administrators, School Counselors	$0	-	

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: ☐Student Achievement* ☑Teacher / Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*

Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
HR			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	3.5%	3%	2.5%	2%	1.5%
	4%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Provide additional, targeted support for new teachers throughout the school year.					
1. Implement Conscious Discipline Training and Coaching for new teachers to help develop classroom management skills.	2024-2029	• Administrators, Instructional Coach	$0	-	
2. Provide Mentors for new teachers and new teachers to the building.	2024-2029	• Administrators, Instructional Coach	$0	-	
3. Schedule monthly Mentor/Mentee meetings for new teachers, with content of the meetings based on current teacher needs.	2024-2029	• Administrators, Instructional Coach	$0	-	
4. Provide half day planning for grade level teams to collaborate and unit plan.	2024-2029	• Administrators, Instructional Coach, Literacy Specialist	$0	-	
5. Establish and maintain weekly Professional Learning Team meetings to collaborate and discuss data to strengthen teacher clarity.	2024-2029	• Administrators, Instructional Coach, Literacy Specialist	$0	-	
6. Provide opportunities for student-centered coaching cycles to empower teachers and help them meet students' needs.	2024-2029	• Administrators, Instructional Coach, Literacy Specialist	$0	-	

GOAL AREA 3 – Performance Goal 1

Performance Goal Area: ☐Student Achievement* ☐Teacher / Administrator Quality* ☑School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*
(required)*

Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	40.6%	38.6%	36.6%	34.6%	32.6%
	42.6%	TBD	Actual (School)					

*On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	• Administrators, District Leadership	$0	-	
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	• Administrators, School Counselors	$0	-	
3. Create a sense of safety, stability, and belonging for all students, staff, and	2024-2029	• Administrators, School Counselors	$0	-	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.					
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	• Administrators, School Counselors, Instructional Coach	$0	-	
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	• Administrators, School Counselors	$0	-	
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	• Administrators, School Counselors	$0	-	
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	• Administrators, School Counselors	$0	-	
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	• Administrators, School Counselors	$0	-	
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	• Administrators, School Counselors, Teachers	$0	-	
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	• Administrators, School Counselors	$2,000	Local funds	

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Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Increase leadership opportunities within the school during the school day.	2024-2029	• Administrators, Instructional Coach, School Counselors	$0	-	
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	• Administrators, School Counselors	$0	-	
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	• Administrators	$0	-	
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	• Administrators	$0	-	
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	• Administrators, Teachers	$0	-	
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	• Administrators, School Counselors, Behavior Interventionist	$0	-	
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	• Administrators, School Counselors, Behavior Interventionist	$0	-	

GOAL AREA 3 – Performance Goal 2

Performance Goal Area: ☐Student Achievement* ☐Teacher / Administrator Quality* ☑School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*
(required)*

Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District					
			Projected (School)	25.02%	23.02%	21.02%	19.02%	17.02%
	27.02%	TBD	Actual (School					

*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	• Administrators	$0	-	
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	• Administrators	$0	-	
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	• Administrators	$0	-	
2. Provide ongoing trainings for Attendance Clerks or Interventionists.	2024-2025	• Administrators, District Leadership	$0	-	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	• Administrators	$0	-	
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	• Administrators, School Counselors	$0	-	
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	• Administrators	$0	-	

GOAL AREA 3 – Performance Goal 3

Performance Goal Area: ☐Student Achievement* ☐Teacher / Administrator Quality* ☑School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*

Performance Goal 3: Increase connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS			Projected (District)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (District)					
			Projected (School)					
	TBD	TBD	Actual (School)	TBD	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack	2024-2029	• Administrators	$0	-	
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	• Administrators	$0	-	
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	• Administrators	$0	-	
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and	2024-2029	• Administrators	$0	-	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
promote parent and community involvement in schools.					
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	• Administrators	$0	-	
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	• Administrators	$0	-	
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	• Administrators	$0	-	
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	• Administrators	$0	-	
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	• Administrators	$0	-	